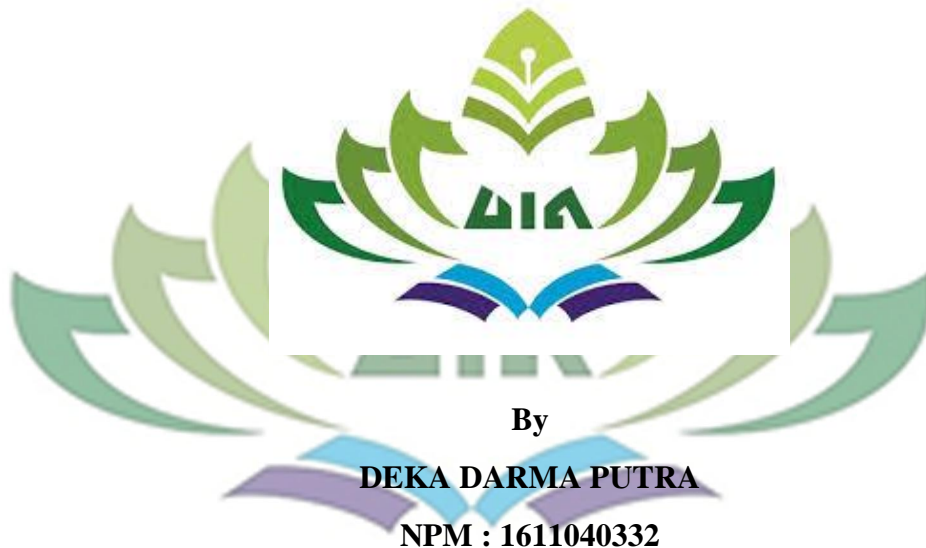


**STUDENTS' PERCEPTION ON ONLINE GAME MOBILE LEGENDS FOR
THEIR PRONUNCIATION ABILITY**

A Thesis

Submitted to the English Department as a Particular Fulfillment of

Requirements for S1 – Degree



Study Program : English Education

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2020/2021**

ABSTRACT

STUDENTS' PERCEPTION ON ONLINE GAME MOBILE LEGENDS FOR THEIR PRONUNCIATION ABILITY

BY:

DEKA DARMA PUTRA

1611040332

Thesis entitled “Students’ Perception on Online Game Mobile Legends for their Pronunciation Ability” discussed about perception of the students on Mobile Legends online game for their Pronunciation ability. The purpose of the research were to found out the students’ perspective from three aspects; Perceiver, Target, and Situation. Survey method was applied to describe the phenomenon of Online Game Mobile Legends for their pronunciation.

The subject of the research was the fourth year students of English Education 2016 of Tarbiyah and Teaching Faculty Academic Year 2020/ 2021. Sample of the research consist of 20 students. Data was gathered by questionnaire and semi-structured interview.

The result of students’ perception on Mobile Legends towards their pronunciation ability was positive perception. The percentage reached 78% in the final result. The data shown that the students agreed Mobile Legends helps them to spell and pronounce the words better. Furthermore, they admitted that Mobile Legends helps their pronunciation in their daily life. It also helps expanding their vocabulary.

Keywords: EFL Students, Game, Heroes’ Quotes, Mobile Legends, Perception, Pronunciation, and Vocabulary.



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DECLARATION

Hereby, I state this thesis entitled “Students’ Perception on Online Game Mobile Legends for Their Pronunciation Ability” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



MOTTO

قُلْ أَنْظِرُوا مَاذَا فِي السَّمَوَاتِ وَالْأَرْضِ وَمَا تُغْنِي الْآيَاتُ وَالنُّذُرُ عَنْ
قَوْمٍ لَا يُؤْمِنُونَ ﴿١٠١﴾

The Meaning:

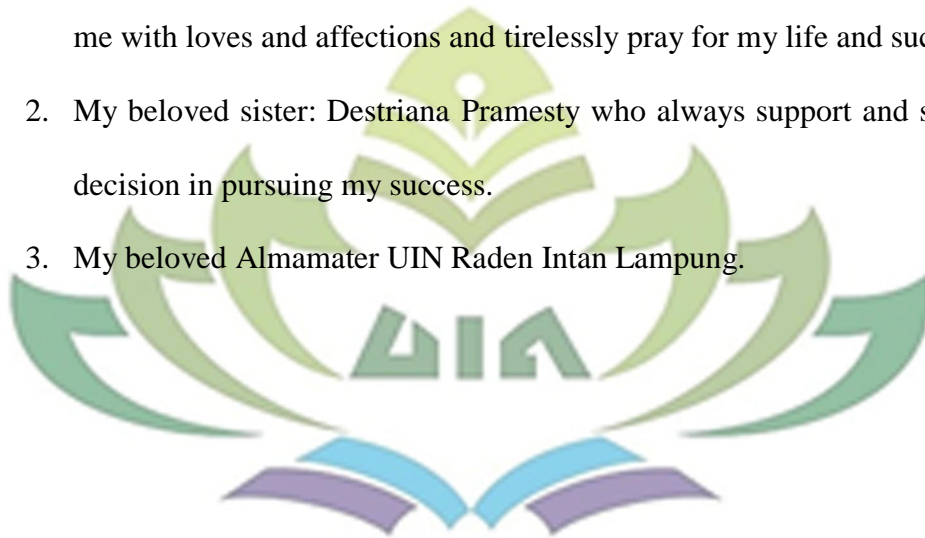
“Say, ‘Observe what is in the heavens and the earth.’ But of no avail will be signs or warners to a people who do not believe.” (Yunus: 101)



DEDICATION

From the deepest place my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

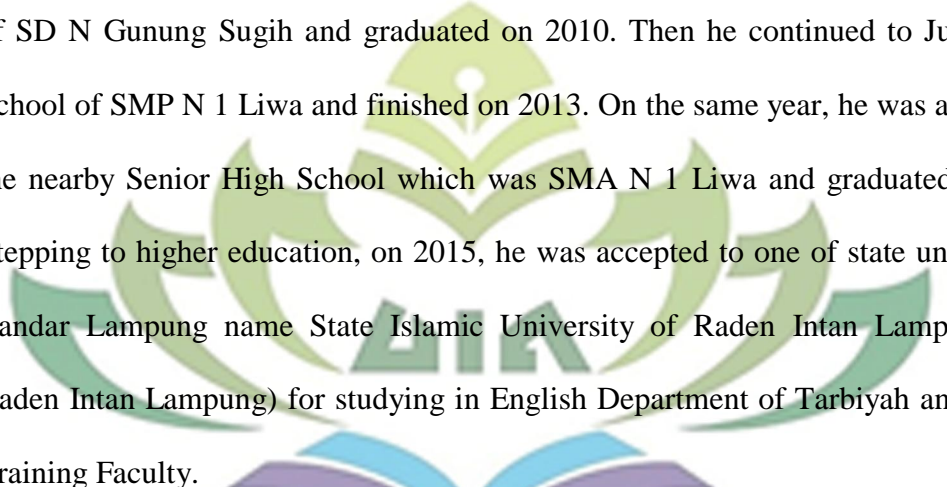
1. My beloved parents: Mr. Irawan. B and Mrs. Nursiyah who have bestowed me with loves and affections and tirelessly pray for my life and success.
2. My beloved sister: Destriana Pramesty who always support and suggests my decision in pursuing my success.
3. My beloved Almamater UIN Raden Intan Lampung.



CURICULUM VITAE

The name of the researcher is Deka Darma Putra. He was born in Liwa on November 25st 1997. He is the first child of three siblings of Mr. Irawan and Mrs. Nursiyah. He has one younger sister and one younger brother.

In his academic background, he studied at the age of seven in Elementary school of SD N Gunung Sugih and graduated on 2010. Then he continued to Junior High School of SMP N 1 Liwa and finished on 2013. On the same year, he was accepted to the nearby Senior High School which was SMA N 1 Liwa and graduated on 2016. Stepping to higher education, on 2015, he was accepted to one of state university in Bandar Lampung name State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Department of Tarbiyah and Teacher Training Faculty.

A large, faint watermark logo of the State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) is centered in the background of the text. The logo features a green stylized tree or plant motif with a white crescent and star in the center, and a blue and purple base resembling an open book or a stylized flower.

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Thanks to Allah, the almighty, most merciful, most beneficent, and the most exalted for blessings and mercy to the researcher during his study and accomplishment of this thesis. May peace and salutation also be upon our prophet Muhammad SAW who has brought and guided us from the darkness to the lightness. This thesis entitled “Students’ Perception on Mobile Legends In Improving Students’ Pronunciation Ability” is handed in as compulsory requirements for S-1 Degree of English Department Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

The researcher is fully aware that he cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. He wishes to give the sincerest gratitude and appreciation to:

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Finally, nothing is perfect neither this thesis. Any correction, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.



Bandar Lampung, May 26st 2021
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Pronunciation is the production of sound that we use to make meaning, especially the way that is generally accepted or understood, and the use of the way a word is spoken, using phonetic symbols. According to the Oxford Dictionary, pronunciation is the way in which a particular language, word, and sound is pronounced.¹ A word can be pronounced differently by individuals or groups, depending on many factors such as the environment around them.

Pronunciation is really needed if one wants to pronounce the new vocabularies or words correctly, therefore there are many ways to learn pronunciation, for the example it can be learn from game, and it is proved by some researchers that will be explained later. Online game has experienced an increase of develop in each circles of society and can make easier for students to learn and game can deliver it in interesting way. By using game, the students experienced, fun, and relaxing atmosphere while learning.²

¹William A. Kretzschmar. Jr and RafallKanopka, *The Oxford Dictionary of pronunciation for current English*, (Oxford University: 2001) p. 1208

²Professor Angela McFarlane, *Use Computer and Video Games in Classroom*. USA: 2003, in E. Setiyoko, *Students' Perception Of Online Game Criminal Case For Vocabulary learning*, salatiga:2015, (Retrieved from, <http://repository.uksw.edu/bitstream/123456789/9319>)(Accessed on july 11,2020).

This time online games are one of activity for the community as entertainment to eliminate the feeling of stress. Crawford states that “games, in essence are interactive activity that centered in an achievements. There are active character, and your opponents.”³ When playing the online game, there are many components that include pronunciation that can be improve based on the players’ perception and interest to learn it.

Nowadays, everyone likes a game, because game is interesting. The report form newzoo.com in 2018, there are approximately 2.3 billion active gamers in the world.⁴ Many of the games are online-based, where it internet connection in order to operate, including Mobile Legends that used in this study. This time, Mobile Legends is one kind of online game that is widely played by various circles. Mobile Legends Bang Bang is a MOBA game designed for android or smart phone. Other than that this game has a lot of characters, each of character has unique quotes that using a proper pronunciation. No wonder the phenomenon of someone imitating the heroes’ quotes in Mobile Legends that using English occurs. It is the same as Blake and Sekuler who stated that perception puts in contact with the world we live in; it shapes our knowledge of that world.⁵ Besides that Nugroho as cited in

³Chris Crawford, *The Art of Computer Game Design*, (Atari: 2003).

⁴Newzoo, *Global Games Market*. China. Available on: <http://newzoo.com/insights/articles>

⁵ Black and Sekuler, *Peception*, (New York: McGraw-Hill, 2006) in Tirza Agata, *Students’ Perception toward Non-Native English Speaker Teacher (NNEST) in Teaching Pronunciation*, (Salatiga: Christian university, 2015) p. 3 retrieved from: https://repository.uksw.edu/bitstream/123456789/10697/2/T1_112011045_Full%20text.pdf

Astuti, he said that the definition of perception is a process of receiving stimulus from human's senses, and then sent to the brain causing someone to understand what is sensed. Through game, the students can possibly feel interest, fun, and meet other words that they never know before and reducing in their anxiety level.⁶ It is same as Young and Wang states that where the game decrease students' anxiety level in learning English. Therefore Pronunciation learning will become easier and the learners will be motivated.⁷ This phenomenon occurs at the State Islamic University of Raden Intan Lampung campus, namely the English Education Major which is the study of this research.

The previous researches about game related to English learning are: The first study, according to Patrick A. Turner in his research the title is "Influence of Online Computer Game on the Academic Achievement of Nontraditional Undergraduate Students". The results of the study are: digital gaming has a positive effect on motivation to student achievement. Then, the use of digital games can also help increase students' self-confidence, interest, and

⁶Nugroho J. Setiadi, *PrilakuKonsumen:Konsep Dan ImplikasiUntukStrategi Dan PenelitianPemasaran*, (Jakarta: KencanaPrenada Media, 2003) in Sri Rahayu Tri Astuti, *Analysis Influence of Difference Perception Between Sharia'a Banking With A Customer's Purchase Intension Shari'a Banking In Semarang-Indonesia*, (International Journal of Islamic Business Ethics IJIBE, 2016) p. 152-160 retrieved from: <https://jurnal.unisula.ac.id/index.php/ijibe/article/download/1047/798>. accessed on: December, 12th 2020

⁷ Young S.S. and Wang Y.H, *The Game Embedded CALL System To Facilitate English Vocabulary Acquisition And Pronunciation*. (Journals Of Educational Technology And Society: 2014), p. 9

enthusiasm for learning. In addition, digital games can be used to acquire the natural context of English skills.⁸

The second study according to Domas Rudis in his research the title is “Influence of Online Games on the Acquisition of the English Language.” The purpose of this study was to determine the correlation between video game play and English language skills. The result of research conducted by Domas Rudis showed that video games have a huge impact on English language learning, especially in the areas of pronunciation and vocabulary.⁹

The last study was conducted in Malang by Kukuh Azhari Ismail with the title “Phenomenon Online Game Defense of the Ancients (DoTA 2) on Malang College Students’ Academic Achievements.” This study involved 10 students who are DOTA 2 players in Malang city, the samples taken by visiting cafes that frequently visited by DOTA players. The aim of this study is to know and analyze the phenomenon of DOTA 2 on Malang’s college students’ academic achievements. By interviewed and observed 10 DOTA players, the result are some of respondents experienced a declining in academic performance and some of them got an increasing English

⁸ Patrick E. Turner, “Influence Of Online Computer Games On The Academic Achievement Of Nontraditional Undergraduate Student, (Cogent: 2018), p. 5 <https://www.tandfonline.com/doi/full/10.1080/2331186X.2018.1437671> accessed on: December 23th2019

⁹ Domas Rudis, *Influence of Video Games on the Acquisition of the English Language*, (Vilnius University-Institute of Foreign Language: 2017), p. 1 accessed on: July 14th2020 https://www.researchgate.net/publication/322606797_INFLUENCE_OF_VIDEO_GAMES... accessed on: December 2nd 2019

proficiency because the game is using English language, and interacted with native speakers.¹⁰

From the previous research above, this research has the similarity and the different from any previous research before. The similarity is using electronic media to develop English skills. The different is any previous researches chosen online games by using Personal Computer and wirelessly, while this research is choose online game by using Android or Smartphone. Therefore the researcher will be choose Mobile Legends online game and wants to describe the phenomenon about students' perception on Mobile Legends towards students' pronunciation ability.

In phenomenon that occurs at the UIN Lampung campus, there are some students of English education major at eighth semesters that interested and playing Mobile Legends. One of the reasons why the students interested to playing Mobile Legends is because there are a lot of unique characters (heroes) which is each character have certain voice, quotes, and story of heroes which use English specific words and proper pronunciation in it. Sometimes those with a good ear capacity can easily distinguish between two voices more accurately and are able to imitate different sound better than others, resulting in a clear approach to native speakers. Unconsciously, students know how to pronounce some words correctly and they are get used

¹⁰KukuhAzhari Ismail, "Phenomenon of Online Game Defense of the Ancients (DoTA 2) on Malang College Students Academic Achievements" (Malang: State Islamic University Maulana Malik Ibrahim, 2016), p. 89 accessed on: July 14th 2020

to learn pronunciation because of quotes that displayed from Mobile Legends. Therefore, the researcher was focused on heroes' quotes of Mobile Legends to determine the students' perspective about Mobile Legends for pronunciation ability.

Eventually, the researcher was used Online Game Mobile Legends to know what are student' perception on Online Game Mobile Legends for their Pronunciation ability. Hence, the title of the research by conducting the research was "Students' Perception on Online Game Mobile Legends for their Pronunciation Ability" at the Eighth Semesters of English Education Department State Islamic University of Raden Intan Lampung Academic Year of 2020/ 2021.

B. Identification of the Problem

Based on the background of the problem, the researcher identified that the problems of pronunciation were:

1. The students tend ignoring pronunciation when play Mobile Legends.
2. The students' error pronunciation that they are imitates from character quotes when play Mobile Legends.
3. The students' motivations are less to learn pronunciation.

C. Limitation of the Problem

In this study, the researcher concentrated on how students' perception on Mobile Legends especially heroes' quotes for their pronunciation ability.

D. Formulation of the Problem

According to the identification and limitation of the problem, the researcher formulated the problems of this research was: What is the perception of UIN Raden Intan Lampung students from English Education Department on Online Game Mobile Legends for their Pronunciation ability.

E. Objective of the Research

According to previous research, the researcher clarified that the purpose of this study was to know the students' perception on Online Game Mobile Legends towards for their pronunciation ability at Eighth Semesters of English Education Department State Islamic University of Raden Intan Lampung Academic Year 2020/2021.

F. The Significance of the Research

Significance of the research was described below:

1. For students

The students knowing how to pronounce particular word after play the Mobile Legends.

2. For researcher

The researcher knows the students perception about Mobile Legends for their pronunciation ability and the researcher hope this research as a reference in their research future.

G. Scope of the Research

The scope of this study were:

1. Subject of the research

The subject of the study were students at Eighth Semesters of English Education Department of State Islamic University of Raden Intan Lampung in the Academic Year of 2020/ 2021.

2. Object of the research

Objective of the study was used Online Game Mobile Legends for pronunciation ability at Eighth Semesters of English Education Department of State Islamic University of Raden Intan Lampung in the Academic Year Of 2020/ 2021.

3. Place of the research

The study was conducted at the Islamic University of Raden Intan Lampung.

4. Time of the research

The study was conducted in the Academic Year of 2020/2021

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Pronunciation

There are several definitions of pronunciation. According to Underhill, pronunciation is the physical side of language, involving the body, the breath, the muscles, acoustic vibration and harmonics. When attention is paid to this fact, studying pronunciation can become a living and pleasurable learning process. This approach is holistic in that it allows learners to work from their individual strengths and to develop their own more vivid learning styles. Pronunciation can become physical, visual, aural, spatial, and affective as intellectual.¹¹

According to Jones, pronunciation is a way in which a language is spoken. It is a production of phonemes, which is of accurate standard for certain group of people. Good pronunciation probably defines as a way of speaking which is intelligible to all ordinary people and its covers good sound, intonation, rhythm of language.¹²

According to Seidlhofer, pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific socio cultural and interpersonal contexts.

¹¹ Andrian Underhill, *Sound Foundations Learning and Teaching Pronunciation* (Macmillan, 2005), p. 12

¹² Daniel Jones, *An Outline of English Phonetics*, 5th ed. (Cambridge: Cambridge University Press, 1983) p.14

From the explanation above, the researcher concludes that pronunciation is the manner of how the particular words could be spoken by involving the physical side of language, such as: body, breath, muscles, acoustic vibration, and harmonics. With the goals is to negotiating particular context in different culture of individuals or groups.

There are two aspects in pronunciation. First, segmental features are individual sounds units such as vowels and consonants which also appropriate to phonemes.¹³ In some cases, specific segmental features may be completely not exists in mother tongue of the learners. Unlike segmental features, which only deal with individual sounds, suprasegmental features of pronunciation encompasses rhythm, intonation, stress in a word or sentence. Suprasegmental features of pronunciation are responsible of the quality in communication to a great extent. Here are descriptions of both aspects:

1. Segmental Aspects

Segmental aspects deal with individual sounds or word. It involves individual sound such as vowels, consonants, and diphthongs. Sound itself as Oxford Online Dictionary defined, is vibration that travels through the air or other medium and can be heard when they reach a person's or

¹³ M. Celce-Murcia, D. M. Brinton, & J. M Goodwin, *Teaching Pronunciation: A Reference For Teacher Of English To Speakers Of Other Languages*. (New York: Cambridge University Press, 1996) p. 35

animal's ears.¹⁴ Sounds used in language are distinctive so that words can be distinguished from each other when heard, and so can be distinguished in written.¹⁵ Therefore, sound is vibrations that go through the medium, and operationally move outwards from the lungs to the mouth and nose and can be heard from one's ear. There are three kinds of speech sounds as they follow:

a) Vowel

Jones states that a vowel is a voiced sound in which the air issues in a continuous stream through the pharynx and the mouth, there being no obstruction and no narrowing such as would cause audible friction.¹⁶ Simply saying "Eh" is the example of making vowel sounds. In addition, vowels are sounds in which the air streams move up from the lungs and through the vocal tract very smoothly, there is nothing blocking and constricting.¹⁷ Furthermore, Rowe states that vowels are sounds that are produced with no closure of the airstream.¹⁸ The differences about type vowel sounds depend on two things: employed cavity (oral, nasal or pharyngeal) and formed shape in that resonance chamber. The shape of

¹⁴ English Oxford Living Dictionaries, "Sounds", (on-line) available at: <https://en.oxforddictionaries.com/definition/sound>

¹⁵ Avery Peter and Erlich Susan, *Teaching American Pronunciation*, (New York University Press, 1992) p. 11

¹⁶ Daniel Jones, *An Outline of English Phonetics*, 5th ed. (Cambridge: Cambridge University Press, 1983)

¹⁷ Marla Yoshida, *The Vowels of American English*, (University of California: Irvine, 2014) p. 42

¹⁸ Bruce M Rowe and Diane P Levine, *A Concise Introduction to Linguistics*, 4th edition. (New York: Routledge, 2015) p. 29

oral cavity is primarily caused by the place of the lips and the placement of the tongue. For the example, the vowel sound in the word “to” is produced with the high point of the tongue in the back of the mouth. In English vowel could be divided into two main branches as they follow:

1) Short vowel

Short vowels are vowel sounds that sound relatively short. They could be seen as follow:

Table 2.1
Short Vowel

Short Vowels	Example of Words	Lips' manner
ɪ	Peel, cine, pin	Slightly spread
ɛ	Pet, let, get	Slightly spread
æ	Mad, dad, bad	Slightly spread
ʌ	Cut, son, un	Neutral
ʊ	Put, foam, doubt	Rounded
ɒ	Mom, cross, gone	Slightly rounded

2) Long vowels

Different to the previous one, long vowels are sound that length longer relatively than short vowels. It is usually symbolized by the one vowel with length-mark double dot. They could be seen as follow:

Table 2.2
Long Vowel

Long Vowels	Example of Words	Lips' manner
i:	Beach, peace, mean	Slightly spread
ɜ:	Fern, purse	Neutral
ɑ:	Card, past, half	Neutral
u:	Food, good, loose	Moderately rounded
ɔ:	Broad, torn, horse	Strong lip-rounding

b) Consonant

Consonant are actually different from vowel. Consonant are speech sounds made by (partly) stopping the breath with the tongue, lips, etc, and the letter used in representing there are: b, c, d, p, t, k, g, m, n, l, r, f, v, s, h, z, w, tʃ, dʒ, θ, ʃ, ð, j, and ŋ, while vowel are speech sound, which are made without stopping the breath by the tongue, lips, etc, and the letter are used: a, i, u, e, o. Technically, a part of the vocal tract impedes the pulses from the larynx and it is when a consonant voices is created-either voiced or voiceless. The air flows can be immediately hampered by the momentary closure of the glottis (the gap between the vocal folds) and followed by the sudden opening. Furthermore Nigel adds that consonant is a speech sound made by partially or completely blocking the flow of air through the mouth (using the lips, teeth, tongue, and palate).¹⁹Consonant

¹⁹ Musk Nigel, *The Vowels and The Consonant of English Language Lecturer*. (Department of Culture and Communication Institutionen for Kulturoch Kommunikation: (IKK) ENGLISH, 2002)

are divided in two classes: the voiceless sounds and the voiced sounds. Voiceless sounds are when the vocal cord do not vibrate, while the voiced sounds are the name given to consonant which can be sounded to a slight extent without the help of a vowel, while the voiceless sounds are when the vocal cords do not vibrate.²⁰ Divisions of consonant, consonants are grouped based on:

1) Places of articulation

Speech sounds that are made by the movement of the speech organs are defined as articulations. In voicing sounds, the places of airflow obstacle determine the produced sound and it is referred as the place of articulation.²¹ Hereinafter, in acoustic terms, sounds that we fathoms as being the same often are not the same.

As far as English are concerned, in the list of Places of Articulation the consonant could be divided as in table 2.3:

Table 2.3
Consonant

Places of Articulation	Consonant symbol/ phonetic	Examples of word
Bilabial (produced by meeting the lips together)	[p], [b], [m]	<i>Pan, band, mad</i>

²⁰ Lim KiatBoey, *An Introduction to Linguistic for the Language Teacher* Encyclopedia Ed. (Singapore: Singapore University Press, 1975) p. 16

²¹ Andrian Underhill, *Sounds Foundation: Learning and Teaching Pronunciation*. (Oxford: Macmillan Education, 2005) p. 30

Labiodentals (formed by raising the lower lip until it comes near the upper front teeth)	[f], [v]	<i>Find, fight, vile</i>
Dental (produced when tongue might go either between the top and bottom teeth or behind the top front teeth)	[θ], [ð]	<i>Thin, there, this</i>
Alveolar (formed by raising the tip or blade of the tongue to the alveolar ridge behind the upper teeth)	[t], [d], [n], [s], [z], [l], and [r]	<i>Town, down, noun, song, soul, zoo, low, and row</i>
Velar (created when the back of the tongue articulates with the soft palate)	[k], [g], [ŋ]	<i>Hack, hag, and hang</i>
Labiovelar (created by rounding the lips while the back of the tongue is raised in the velar region)	[w], [ʍ]	<i>Whip, witch</i>
Glottal (articulated by the glottis)	[ʔ], [h]	<i>Button, mountain, hen, hack</i>
Palatal (formed when the blade of the tongue articulates with the back of the alveolar ridge or palate)	[š], [ž], and [y]	<i>Ship, pleasure, yet</i>

2) Manner of articulation

Manner of articulation is referred to the nature of the physical obstruction to the airstream. Rather than “where” it shows “how” the characteristic of consonant sound are initiated however the obstruction happen in any places along the vocal tract-but a lot of sounds are found at the same location. As far as English are concerned, in the list of Manner of articulation could be divided as in table 4:

Table 2.4
Manner of Articulation

Manner of Articulation	Production	Phonetics
Nasals	Produced in both the nasal and oral cavities (when the velum at the raising position and blocking the airstream's passage).	<i>Mod</i> [m] (bilabial), <i>Note</i> [n] (alveolar) <i>Sing</i> [ŋ] (velar)
Stops/ plosive	Created by momentarily stopping of the airstream.	Bilabial [p], [b] Alveolar [t], [d] Velar [k], [g] Glottal [ʔ]
Fricative	Produced by incomplete restriction (partially obstructed which causes turbulence) of the airflow. The result is a hissing sound similar to the first sound you hear coming from whistling teapot.	Labiodentals [f], [v] Dental [θ][ð] Alveolar [s], [z] Palatal [ʃ], [ʒ]
Affricates	The affricates start out as a stop but ends up as a fricative.	[tʃ], [dʒ]
Glides	Produced as a making semi-vowels similar sound but the restriction of the airstream that is less than in other consonant.	[y], [w], and [ɰ]
Retroflex	Curling the tip of the tongue up behind the alveolar ridge and by	[ɻ], [ɭ]

	bringing the tongue forward and upward toward the alveolar ridge without touching the ridge.	
--	--	--

c) Diphthong

A diphthong is a combination of two vowel sounds. It begins as one vowel and ends as another. It's a double vowel sound that starts with one vowel sound.²² The other contention said by Roach that diphthong is sound which consist of movement or glide from one vowel to another. Based on definition above, it could be concluded that diphthong is double vowel that glides and move gradually from the one vowel to other vowel.

There are eight diphthongs as they follow:

Table 2.5
Diphthong

Diphthong	ɪə	eə	ʊə	eɪ	aɪ	ɔɪ	əʊ	aʊ
Example of word	<i>fierce</i> <i>ian</i>	<i>Aired</i> <i>Cheir</i> <i>n</i>	<i>Moor</i> <i>ed</i> <i>tour</i>	<i>Paid</i> <i>Maid</i>	<i>nice</i> <i>time</i>	<i>void</i> <i>nois</i> <i>y</i>	<i>Go</i> <i>home</i>	<i>gown</i> <i>house</i>

(Adapted from Peter Roach, English Phonetics Phonology, 1991, p. 20-22)

2. Suprasegmental Aspects

There are two common general elements of suprasegmental aspects as they follow:

²² Bruce M Rowe, *Op. Cit*, p.46

a) Stress

The word “stress”, which in Linguistics commonly symbolized with /’/, refers to the term that represent “the emphasis” within syllable (s) in a word or words in a sentence. Rowe state that stress is general term when speakers make emphatic or more prominent on word.²³ Stress can be obtained by increasing the relative loudness, raising the pitch, or increasing the length of any part of the word in an utterance. Within an utterance, stress could fall differently to the particular syllables. It can fall in the first, middle or end of the word respectively. Yet this can be recognized into two levels of stress: word level and sentence level.

1) Word level

Syllable could probably be the smallest unit that contains stress. In some languages the stress is predictable in a word or even invariable. However in English, the stress is varied: could be at the first syllable or the second. For the example, the stress in word “Produce” could be either in the first or second syllable which this case also correspond to the changing of the meaning of the word. If the stress goes through the first syllable of the word /’*prɒndyus*/, the meaning will be “to bring to existence” as a verb. For examples of other stresses in the words and different meaning of it, could be seen as the table bellows:

²³*Ibid*, p. 52

Table 2.6
Changes in Stress and Meaning

Example of changes in stress with accompanying changes in meaning		
Convict	Noun	Person found guilty
Convict	Verb	To prove guilty
Content	Noun	All that is contained within something
Content	Adj.	Satisfied with one has
Digest	Noun	A book; a periodical
Digest	Verb	To break down into component parts
Suspect	Noun	One who is suspected
Suspect	Verb	To believe someone to be guilty
Record	Noun	Anything that is preserved as evidence; a disk music imprinted into it
Record	Verb	To write down; to tape; or to otherwise preserve for future use
Invalid	Adj.	Weak; not well; infirm
Invalid	Adj.	Null or void
Rebel	Noun	A person who revolts
Rebel	Verb	To revolt

(Adapted from Bruce M Rowe and Diana P Levine, A Concise Introduction to Linguistic, 2013, p.53)

In addition, Rowe categorized the level of stress in the word into three possible levels: main stress, secondary stress, or unstressed. This characteristics is described as when the primary stress is signed by [ˈ] over the vowel, secondary stress (if any) is marked with an [ˈ] over the vowel.

2) Sentence level

Sentence stress associates to words in a sentence which are given more accents. In a sentence, words that are given stress are those which convey the detail meaning utterance. Practically, the stressed

words are required regarding to the natural way of speaking and to the matter of meaning. In case, if all words in a sentence are accented, the sentence will be sounded unnatural and stilled. Here are the examples of stressed word in a sentence:

He **LIVES** in the **BOARDING HOUSE** on the **LEFT** side of the pool
HAVE you **EVER BEEN** to **PALESTINE**?

The first example shows the content of the utterance: **LIVES**, **BOARDING HOUSE**, and **RIGHT** which deliver the main information of the utterance. Similarly, the second example consist of **HAVE**, **EVER**, **BEEN** and **PALESTINE** as the content words which are also responsible of characterizing the meaning of the sentence. Even though, the rest of the words in a sentence which are not stressed are called as the function words, which hold the language to unite each other.

b) Intonation and Pitch

While verbally conveying message to others, people unintentionally tend to make a phenomenon of changing the tone of their voice. It may be done in order to make their communication more meaningful and expressive. Theoretically, this process relates with two prosodic terms called as pitch and intonation. According to Odisho defines pitch as the continuous altering in the fundamental frequency, or simply is called as

the melody of speech.²⁴ Pitch is linked to the stress word and is essentially brought in speaking into two different ways that are high and low. In interpersonal communication, people usually speak in high pitch to show excitement, anger or terrifying and so in a low pitch to express boredom, exhaustion or even unexciting.

While the speaking the way that the voice can go up and down in its tone is known as intonation.²⁵ Intonation is often called as the melody of language since it refers to the pattern of pitch change that we use in speaking.²⁶ This melody itself can be changed from flat to rise and end with falling intonation. The sequence of changing in intonation may not be specific, and highly complex. However, there have been three approaches of intonation theory: grammatical approach, discourse approaches, and an approach which focusing on intonation and attitude.²⁷ Hence, intonation is described as the pattern change of tone in verbal communication or simply said as the melody of language. There are 5 major tones changing that can identified:

- 1) Falling pattern: shown that the speaker has finished or temporarily stop.

²⁴ Edward Y Oshido, *Pronunciation is in The Brain Not in The Mouth*, (New Jersey: Gorgias Press, 2014) p. 140

²⁵ Gerald Kelly, *How to Teach Pronunciation*, (Essex: Pearson Education ESL), p. 47

²⁶ Peter Avery & Susan Ehlrich, *Op Cit*, p. 76

²⁷ Lado Robert & Fries C Charles, *English Pronunciation in Sound Segments, Intonation and Rhythm*, (New York: McGraw-Hill, Inc, 1986), p. 1

- 2) Rising intonation: generally indicates a question and continuation.

Even though, rising intonation can express a different meaning through its application. First, it could signal an excitement of opening the interaction, such as saying a rising intonation “yes” as a response of a question. Differently, saying ”yes” with stiff falling intonation may be indicating as rudeness.

- 3) Fall-rise tone: signal mixed feeling. For the example, the expression of “no, but” as a response of question “are hungry?” may indicates different feelings in one time.

- 4) Rise-fall: usually larger change or pitch from rise to fall tone indicates strong feeling of surprise, approval or disapproval.

- 5) Level tone: in general, expression boredom, routine, or triviality.²⁸

B. Concept of Online Games

1) Definition of Online Games

The Advances in technology which is growing swiftly at this time has made a trend for many people. For example play online game, which majorities are teenagers. Games generally involve a person's mental and physical. One form of the game is online game. Online games can be divided into two forms, namely client-based and web-based. Client-based,

²⁸ AMEP Pronunciation, “What is Pronunciation?”.(AMEP Research Center. October 2002) p. 3 available: http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf (Accessed on Thursday, February 16th 2021)

where game publishers provide a platform for users to download on their computer devices and can use the online game without having to open the website again. While web-based is an online game that can be accessed by opening the website first.²⁹

There are some definitions of online game. According to Bogdanowicz et.al, online game is an electronic or computerized game played by manipulating images on a video display or television screen. Online video games are popular among students and they are used them as a means for them to be accepted by their peers.³⁰

According to Andrew and Ernest, online game is more accurately referred as a technology, rather than as genre of a game. Because in online game there is a mechanism that connects one player to other players simultaneously.³¹

According to Rankin et.al, the game is a structured game consisting of systems, players, abstracts, rules, challenges, and interactive, feedback, Quantifiable outcomes, and emotional reactions, as well as the connection with the internet network during the use of online games.³²

²⁹*Ibid*

³⁰ G. De Prato, et al. *Born Digital/Grown Digital: Assessing The Future Competitiveness of The EU Video Games Software Industry* (European Union: 2010) p. 17

³¹ Andrew Rollings and Ernest Adam, *Fundamentals of Game Design*, (Barkeley CA: New Riders, 2006)

³² Y. Rankin, R. Gold, and B. Gooch. *Evaluating Interactive Gaming as a Language Learning Tool*. USA, Northwest University. (Vol 25: 2006). (Available on: https://www.researchgate.net/publication/266883764_3D_Role-Playing_Games_as_Language_Learning_Tools) (Accessed on: May 1th 2020)

Based on the explanation above, the researcher concludes that online game is an electronic game that could be played by a lot of users or players at the same time by using the internet network as a bridge connecting to each player.

2)Types of Online Games

Andrew states that there are several types of online game, they as follow:

a. Puzzle Games

In puzzle game, the most basic thing that players conduct is solving the puzzle. Puzzle games have challenges including recognizing patterns, carry out logical thinking, or understanding process.

b. Adventure Game

This game has an interactive story about any characters played. In adventure game, the players play one the character as the main character and more focus to the development of story.

c. Sport Game

A game that simulates real sport into game forms as though the original match. This game also includes management function such as managing player character.

d. Construction and Simulation

In this CMSs game players don't try to defeat the enemies, however to build something which within the game. Through this game, the players learn to built, set, and controls things.

e. Vehicle Simulation

This game is also a simulation game that simulates the player to drives some vehicles such as a plane or car. The most common element is the sense of verisimilitude, which means the player gets the sensation of feeling that the simulation is being played really happened like flying a plane or driving.

f. Role Playing (RPG)

RPG game is enables players to interact within the wider game world and play a lot of characters compared to other games. In RPG games, players can play the role of one character whose can have power by complete missions of the game and choose to develop particular abilities.

g. Action and Arcade Game

An action game that relies on physical abilities, this game requires good hand or eye coordination and usually requires a fast reaction. Arcade games are action game to collect coins or moneys. This game is designed increasingly difficult, so that the players are difficult to get the wins.

h. Strategy Game

A strategy game requires tactics and a little logic. Strategy game requires the players to think, have plans, and strategies to determinate their steps to achieve victory.³³

³³Rollings Andrew and Ernest Adam, *Fundamentals of Game Design*, (Barkeley CA: New Riders, 2006) p. 72-73

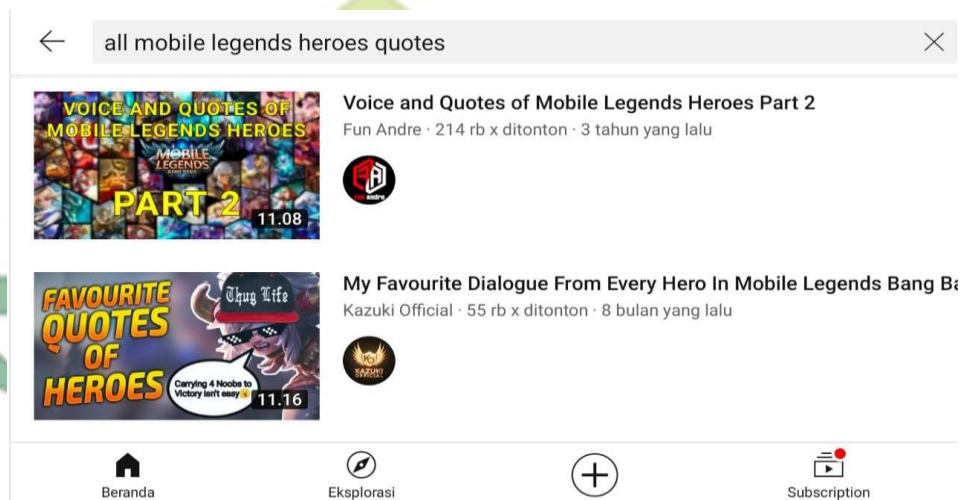
Based on the types of online game above, lately there are types the latest online game that has been developed and often played by the community, the game is Multiple Player Battle Arena (MOBA), especially Mobile Legends. This game is a strategy and usually played by 5 VS 5 in one game. Therefore in this case the researcher was chose Mobile Legends as a media because Mobile Legends is worthy for student to learn and memorize about speech of voice quotes in each Mobile Legends' character.

3) Mobile Legends Bang Bang Games

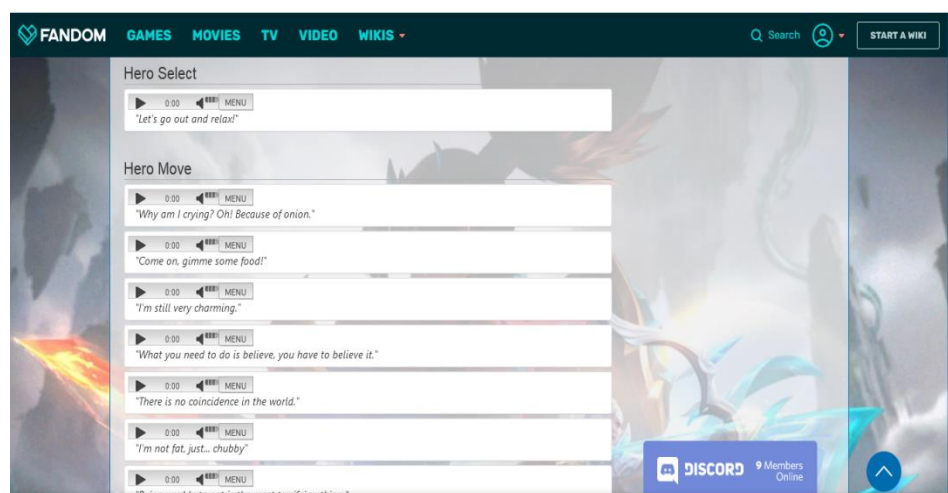
Mobile Legends game is made by China Bamboo Curtain aka China. Mobile Legends game created by Chinese developer Moonton or Shanghai Moonton Technology Co. Ltd. Moonton is headquartered in Shanghai, China. (Moonton, Mobile Legends, July 2016). Mobile Legends one type of MOBA (Multiplayer Online Battle Arena) is type of online game that combines two types of game namely RTS (Real Time Strategy) and RPG (Role Playing Game) where players run one character from two teams opposite to the goal to destroy the opponent's headquarters.³⁴

³⁴ John Funk, " *MOBA, DOTA, ARTS: A Brief Introduction to Gaming's Biggest Most Impenetrable Genre*". 2013 (Available on: <https://www.polygon.com/2013/9/2/4672920/moba-dota-arts-a-brief-introduction-to-gamings-biggest-most>) (Accessed on: July 20th 2020)

This game designed for android phones has a challenging main rule on one of two teams who are struggling to reach and destroy the turret to control the lanes, namely the three lanes known as top lane, middle lane, and bottom lane which connect the base. There are ten turrets including one main turret for both teams. In each teams, there are five players who each control the hero for their own devices.



(You Tube browser showed the Heroes' Quotes)



(Fandom browser on Google showed the Heroes' Quotes by delivered the icon "play clip")



(Heroes Select showed animation and quotes as called Hero's Quotes on Mobile Legends game)

4) The Heroes' Quotes of Mobile Legends

Heroes' quotes are words which spoken by the heroes or character. There are a lot quotes for each heroes in Mobile Legends, they as follows:

1) Akai

- a. *"Why am I crying? Oh!! Because of onion."*
- b. *"Come on, give me some food!"*
- c. *"I'm not fat, just... chubby"*
- d. *"I'm still very charming"*
- e. *"What do you need to do is believe, you have to believe it"*
- f. *"there is no coincidence in the world"*
- g. *"Let's roll!"*

2) Aldous

- a. *"Hmm... You're looking a little lost"*
- b. *"Words are meaningless, now talk with your fists!"*
- c. *"I always fulfill my contracts"*
- d. *"Abandon hope! All ye enter here"*
- e. *"The labyrinth shall never fall"*
- f. *"You... do not belong here"*
- g. *"Hehe, you have returned, Minotour"*

3) Alice

- a. *"Listen, your hearth is breathing for me"*
- b. *"Look even your blood can't wait to escape from you"*
- c. *"Keep in authentic, drink directly from the neck"*
- d. *"Only a dead body does not betray"*
- e. *"Hehe, darkness is closing in on the empire"*
- f. *"Enjoy your last moments. Your end nears"*
- g. *"I will drain every drop of blood from your body"*

4) Alpha

- a. *"Test, Alpha is online"*
- b. *"Sometimes I think about... girls"*
- c. *"Why must people... hurt each other"*
- d. *"Time to upgrade the systems"*
- e. *"Wherever I go... Beta follows"*

- f. *"May the force be with you"*
- g. *"We are not a weapons, we also humans"*

5) Alucard

- a. *"Hehey, not bad"*
- b. *"Everything will come to an end"*
- c. *"Killing is always better than giving mercy"*
- d. *"Let me show you the art of killing"*
- e. *"I'll never be your friend"*
- f. *"Enjoy your last meal"*

6) Angela

- a. *"Love and hope are the greatest inventions"*
- b. *"Abrakadabra! Keep smiling"*
- c. *"stay cheerful... everyday"*
- d. *"stay in a good mood....everyday"*
- e. *"It's my job to help people"*
- f. *"Keep on smiling! It's important"*
- g. *"Doctors calls me his little angel! But, I can fly"*

7) Argus

- a. *"All shall perish by my sword"*
- b. *"Let my sword hear your last words"*
- c. *"The flame is burning inside me"*
- d. *"Find the enemies"*

e. “Justice is the last refuge of the weakness”

f. “Power means eternity”

g. “Immortality or Death!”

8) Atlas

a. “The ocean is not just our home, it is who we are”

b. “When you gaze long into the ocean, the ocean will also gaze into you”

c. “Tides rise, tides fall. This is the way”

d. “Don’t stick your nose, where it doesn’t belong”

e. “Resisting at the bottom of the sea, are cold bodies of the greedy”

f. “Feel the surge of the oceans”

g. “I can’t see through the ocean, nor you desire”

9) Aurora

a. “Listen to the sound of snowing”

b. “Small and white, clean and bright”

c. “Ice doesn’t fear”

d. “Rage on hurricane”

e. “Stronger than yesterday”

f. “Come with the wind

g. “Follow your hearth”

10) Badang

a. “No one can escape my iron fist”

- b. "Shattering is the easiest thing"
- c. "Attack! If you dare"
- d. "I'm the perfect fusion of speed and strength"
- e. "I'm an artist of combat"
- f. "Enjoy being shattered apart"
- g. "Strength is simply my style"

11) Balmond

- a. "My blood boils until the day I die"
- b. "For honor and freedom"
- c. "Resolutions brings victory"
- d. "We have to live so they must die"
- e. "Our totem pole will rise in every corner"
- f. "My hearth sings to the battle cries of my clan"
- g. "We must reclaim our Honor"

12) Balerick

- a. "Mighty oaks from little acorns grow"
- b. "Kids, pride usually comes before all"
- c. "In death, I shall reborn"
- d. "All lives, are precious"
- e. "The abyss may corrode our land, but not our iron will"
- f. "Hahaha, seeds of hope are all over this land"
- g. "Hmmm.. time teaches you things you can't learn from the books"

13) Bane

- a. "Target locked"
- b. "Hmm, dodging is no use"
- c. "Don't be in a rush to die, kid"
- d. "Is this how you wanna get shot?"

14) Barats

- a. "I'm might not be a lighted man, but I do know my traits"
- b. "You do things... my way, on my turf! (grrr. De..too.. na... huu)"
- c. "Pay your debts"
- d. "No bargaining! Whoever you are, the price is fixed"
- e. "Shut up detona, you talk too much (Detona???)"
- f. "Easy boy, easy, don't panic"
- g. "Detona is not fat, he just big boned"

15) Baxia

- a. "Rock, need no protection from the rain"
- b. "The power of black tortoise, is always formidable"
- c. "Huh, brotherhood, is a double-edge sword"
- d. "Strength does not come from the flesh, but from an unyielding will"
- e. "Just feel my hearth stopping power"
- f. "My words weigh as much as my weapons"
- g. "It's not your fault being defeated by me"

16) Benedetta

- a. "When the body suffer, the spirits blooms"
- b. "King of the Moniyan Empire know nothing honesty"
- c. "Am I a demon hunter or a Justiciar? Huh! Neither"
- d. "Manners? There's no place for manners in battle"
- e. "The darkness gathers as the light of day fades"
- f. "To the ones who live on the edge, every dawn is a new beginning"
- g. "Every new day is worth celebrating in this cursed land"

17) Brody

- a. "Pain, is the proof that I'm still alive"
- b. "Ahh... the long night"
- c. "To forget, is to forgive"
- d. "Memories are... who we are"
- e. "We are just vessels for non-stopping time"
- f. "No one outruns their fate. No one does"
- g. "This void... consumes me"

18) Bruno

- a. "Oh, sorry"
- b. "Wohoo.... You feel that?"
- c. "Hey, very nice kick! Give me the ball"
- d. "I'm on top of the world"

- e. "Ball away"

19) Cang'e

- a. "Let's play together"
- b. "One, two, three, four. Wow, look all these carrots"
- c. "Isn't my master just the greatest"
- d. "Which way is home"
- e. "Huh? Where is my little bunny gone?"
- f. "Wh-what is this place? Hmm, it looks like we may be lost"
- g. "Quick! Run! Roger's coming"

20) Carmila

- a. "True love is like blood"
- b. "May the world be embraced with blood"
- c. "Night falls, yet love stays still"
- d. "Loneliness is not about being alone, missing him is.."
- e. "No one is more sincere than Cecilion"
- f. "Do not go gentle into that good night"
- g. "Love grants us courage to keep on going"

21) Cecilion

- a. "Only love and night are everlasting"
- b. "Hmm, Such a tender lambent moon tonight"
- c. "Ahh, night in, night out. Year after year"
- d. "Blood for blood"

- e. "So cold and pale is the moonlight, and my Carmila"
- f. "Fear rises, yet love stays still"
- g. "My Carmila, why are you so cold and pale? Just like the moonlight"

22) Chou

- a. "The man who can beat me has not been born yet"
- b. "Not knowing oneself, that's the worst"
- c. "In the world of Kung Fu, speed defines the winner"
- d. "Boxing is not the way to hurt somebody, but an order"
- e. "Everybody has to start somewhere"
- f. "Knowing is not enough, we must apply"
- g. "Empty your cup, in order to fill again"

23) Claude

- a. "Hey! Get out! I already gave you your share little guy?"
- b. "Gold is dear, diamond is dearer, neither can be given up though"
- c. "Hey there! Dexters says you're ugly not me?"
- d. "Dexter, are you getting far lately"
- e. "Me, a thief? No, no, no, I'm only borrowing this"
- f. "There's a crazy rumor that my partner is a beautiful girl"
- g. "Hmmm, let me have a close look at it... wow! priceless"

24) Clint

- a. "Chivalry is dead, and I will revive it"

- b. "Drop your weapon and hands up!"
- c. "Listen to your sheriff boy"
- d. "Do what the folks do visitor"
- e. "Justice prevails... Uh, Do I even have to repeat that"
- f. "Don't panic, Clint is on the way"
- g. "Try to outrun my bullets"

25) Cyclops

- a. "You got a good taste Hahaha"
- b. "Universal gravitation determines, planetary interaction"
- c. "Hey! I'm here, big guy"
- d. "Planetary movements, give me magic"
- e. "Where there's life, there's movements"
- f. "Yes, Cyclops is an astronomer"
- g. "Star.... Are my eyes"

26) Diggle

- a. "Hoot Hoot! Horology is my craft, Diggle is my name"
- b. "Master Rooney is my idol"
- c. "Is my clock broken?"
- d. "Come, let me show you my precious"
- e. "May I study your watch for a second"
- f. "I have a clumsy new apprentice called Einstein"
- g. "Running late? Just slow down the time"

27) Esmeralda

- a. "The night sky tells all"
- b. "Tears, will never stain... the sands of Agelta"
- c. "I know every secret that you hide in the darkness"
- d. "Destiny, is an old friend of mine"
- e. "I have foreseen your fate"
- f. "No secret is safe from me"
- g. "Try to keep up! If you can"

28) Dyrroth

- a. "Huh, I do what I want to do"
- b. "The abyss is home to me"
- c. "Hahaha, let me take you to another world"
- d. "Nanana, your strategies are pitiful"
- e. "I will do anything for the abyss"
- f. "Hmm, poor you, why don't you just surrender?"
- g. "Who would recognize someone as weak as you?"

29) Estes

- a. "Hello my friend"
- b. "Everyone possesses a burning spirit"
- c. "Love others as love yourself"
- d. "Holy light will grant me victory"
- e. "I am only a shepherd"

- f. "I am the chosen one"
- g. "Darkness is the right hand of the light"

30) Eudora

- a. "You should be ashamed for not trusting yourself"
- b. "Give life to magic, not magic to life"
- c. "The more you fear grows, the smaller you become"
- d. "Let's see who has the last laugh"
- e. "Another world for compromise is failure"
- f. "To change the world, start by changing yourself"
- g. "Lightning strike!"

31) Fanny

- a. "Sir, what's your command?"
- b. "You tag along can't even touch my shadow"
- c. "Needlework? Uh... not my thing"
- d. "My brother and I will shoulder the family glory"
- e. "Any place is within reach for me"
- f. "I'm planning on a surprise attack"
- g. "Don't mind me, just a little birdie passing by"

32) Faramis

- a. "Pain is my greatest gift to you"
- b. "Revenge! Revenge! (against the empire)"
- c. "Your life is no longer yours"

- d. "Taking your life is too easy"
- e. "Experience is the horror of death"
- f. "I possess the most powerful magic"
- g. "To become my slave is your greatest glory"

33) Franco

- a. "One shot, one kill"
- b. "Time to teach you guys a lesson"
- c. "A real fighter never runs"
- d. "Let me teach you some rules, crubs!"

34) Freya

- a. "I am a daughter Northern Vale, I swear to protect it till my last breath"
- b. "Stand firm, and hold your ground"
- c. "Never forget your love for the land"
- d. "Follow my lead, and march onward"
- e. "Fallen warrior, let me guide you home"
- f. "A scar... is the testament of a warrior's honor"
- g. "We never claim to be undefeated, but unbreakable"

35) Gatotkaca

- a. "Muscle of Iron, Bone of steal"
- b. "We are unity in diversity"
- c. "No pain, no gain"

- d. "Legends, never surrender"
- e. "I am legend!"
- f. "Om toleletom"
- g. "Muscle of iron, bones of steel"

36) Gord

- a. "There is no time to chit chat"
- b. "Stop pissing me off, or I'll destroy you"
- c. "You will never learn"
- d. "Face yourself"
- e. "Mystic magic is wonderful"
- f. "Imagination is the driving force to the energy"
- g. "Open your mind!"

37) Granger

- a. "Experience the euphony of suffering"
- b. "Wanna take a look inside"
- c. "Let's make this quick"
- d. "Your death is music to my ears"
- e. "Don't even try to escaping my sight"
- f. "I only fight for myself, no one else"
- g. "Don't you dare... touch my guitar case"

38) Grock

- a. "Welcome to my castle, my friend"

- b. "Grook likes sleeping"
- c. "Grook is powerfull"
- d. "Let Grook go first"
- e. "Grook, doesn't want to be your enemy"
- f. "Sorry, I didn't mean to push you"
- g. "Have you ever seen an ancient one"

39) Guinevere

- a. "Haha, I am born with talent"
- b. "Try this magic"
- c. "I am the top student of the academy, after all"
- d. "Would you help me find my brother"
- e. "Doesn't test me"
- f. "Hmm, how dare you?"
- g. Do you know the flower language of MatthiolaIncana

40) Gusion

- a. "The perfect combination of might and magic"
- b. "Take a guess, at how many swords I have?"
- c. "My blades, move with the shadow"
- d. "Just try to keep up with me"
- e. "To the hidden blade, all life is equal"
- f. "No need to be jealous, I was born for this"
- g. "Break the limits!"

41) Hanabi

- a. "I'll be the blade in your hands"
- b. "The enemy often knows you better than you do"
- c. "Just show me an umbrella and see what happens to you"
- d. "Actually I can't resist cute stuff at all..."
- e. "See any other ninjas around here?"
- f. "I don't wanna lose to that snot-nosed shadow"
- g. "I-I shouldn't be speaking while on a mission"

42) Hanzo

- a. "Hahaha, the strongest ninja has arrived"
- b. "The strongest, and the loneliest"
- c. "Hmph.. the ignorant are fearless"
- d. "Becoming a part of me, is a gift to my enemies"
- e. "All of this to make myself stronger"
- f. "I will become even stronger"
- g. "Ame no habakiri, will devour you!"

43) Harith

- a. "Magic is my life"
- b. "Thank me, my lowly opponent"
- c. "Haha, you can't catch me!"
- d. "Wow, the outside world is quite intriguing"
- e. "Wow, I'm touched by your focus"

f. "All that is evil should be sealed away"

g. "I'll hunt you to the ends of the earth"

44) Harley

a. "Time for me to make my entrance"

b. "I'm the best at being handsome!"

c. "Only one as handsome as I, is worthy of such beautiful magic"

d. "Hey, don't touch the hair"

e. "You can't hide from my attacks"

f. "I have special attack techniques"

g. "You're still a long way from beating me!"

45) Hayabusa

a. "Let me clear the way from my master"

b. "Have you seen any other ninja?"

c. "Betrayal must be paid back by blood"

d. "Shadow is my best partner"

e. "Pain means weakness"

f. "Witness the true power of the shadow!"

g. "Body must obey the mind"

46) Helcurt

a. "Night has fallen... let the killing... begin!"

b. "I'll be the last thing you'll ever see"

c. "What does my poison taste like?"

- d. "I am death's incarnate"
- e. "Hahaha, your death, doesn't concern me"
- f. "Scream, my prey... hahaha"
- g. "I'll devour... the light"

47) Hilda

- a. "Fight! Fight for the ultimate answer"
- b. "A warrior strength comes from everything she loves"
- c. "If only I had the power"
- d. "Hah! My axe begs to differ"
- e. "I will not dishonor the name you gave me"
- f. "Forefathers, I need my answer"
- g. "Mother, I know you are watching over me"

48) Hylos

- a. "My mission is to protect lives"
- b. "Stay near to me! You shall become stronger!"
- c. "Hmph! You cannot beat me"
- d. "Protect the fairy forest, protect my people"
- e. "You shall fear me"
- f. "Charge forward and fear nothing"
- g. "Outsider, bow and tremble"

49) Irithel

- a. "Let's go!"

- b. "My tiger has been with me many years"
- c. "Chase me!"
- d. "Let me harness you"
- e. "Don't be lazy Leo, run!"
- f. "You can't run"
- g. "Let's fight! Sides-by-sides"

50) Jawhead

- a. "Haha, is jawhead too strong for you?"
- b. "Can canjawhead get hurt"
- c. "Huuuhu, where's my mommy and daddy?"
- d. "Huh? Why are there so many bad guys"
- e. "Soon no one can hurt my honey bear"
- f. "Sit down, honey bear, here we go"
- g. "Soon, I will beat all bad guys"

51) Johnson

- a. "Come on! Let's roll"
- b. "I love rushing at a lighting speed"
- c. "Hey youngster, need a ride!"
- d. "Installment of vehicular missiles is a must for safe driving"
- e. "A pair of powerfull pliers is important to fix both cars and people"
- f. "Hold tight! I'm stepping on the gas"

52) Kadita

- a. "Hahah the southern seas are my domain"
- b. "stop and listen to my graceful songs"
- c. "The ocean waves are so soothing"
- d. "No one has the power to control the seas, except for me"
- e. "Hahah, are you... suffocating?"
- f. "Hahaha, is there a more beautiful queen... than me?"
- g. "All these beautiful bodies, shattered by the ocean waves"

53) Kagura

- a. "A thought to miss you, another to hate"
- b. "'Curse', simply means restriction!"
- c. "I thought you were very lonely"
- d. "There are two kinds of people in the world"
- e. "There are hundreds of monsters living in my umbrella"
- f. "Do you want to be my Shikigami?"
- g. "Don't look down on me because I'm small"

54) Kaja

- a. "Hmmp, I am the power of light incarnate"
- b. "Witness the power of pure lightning!"
- c. "Demon! You shall not even hate the opportunity to tremble"
- d. "There's nowhere for you to run, nowhere you can hide"
- e. "Uranus, let us commence"

- f. "It's good to see you, Rafaela"
- g. "Where I go, the dawn follows!"

55) Karina

- a. "My pleasure"
- b. "There are wonderful things in this world, worthy of our protection"
- c. "Nothing can stop us"
- d. "Aside evil, there is justice"

56) Karrie

- a. "I've been waiting for too long"
- b. "Speed, precision and strength"
- c. "Keep up the rhythm"
- d. "One strike, one skill!"
- e. "Faster and faster!"
- f. "To be, or not to be"

57) Khaleed

- a. "Sand rises when I give the word"
- b. "Silence gives consent"
- c. "I speak for the sands"
- d. "Feel the heartbeat of the desert"
- e. "Beware, of the quick sands"

- f. "The truths must be preserved"
- g. "My determinations is a thousand times stronger than my scimitar"

58) Khufra

- a. "All shall succumb to my power"
- b. "Let's see what's beneath these bandages"
- c. "May my rule add some fun to this boring world"
- d. "By accident? Or by design? There is no diffence"
- e. "I am an Immortal"
- f. "No one can stop me"
- g. "I shall be the end of you"

59) Kimmy

- a. "Fighting, Kimmy!"
- b. "Huh, running away? You disappoint me!"
- c. "Taking the fresh air of the empire"
- d. "Wow! I'm a genius!"
- e. "I shall change the world as I see fit!"
- f. "Combine magic with technology and you shall have true power!"
- g. "Pain is my special gift, just for you!"

60) Lancelot

- a. "Time to witness the handsome!"
- b. "In me, the tiger sniffs the rose"
- c. "Odette, beautiful Odette"

- d. "Let me hear your applause"
- e. "My sword thirsts for blood"
- f. "Taste this!"
- g. "Become one with the sword"

61) Lapu-Lapu

- a. "This land is our homeland. And it will soon be your burial ground"
- b. "Prepare for our blades of vengeance!"
- c. "The god of the sea will protect us from all odds!"
- d. "Defend this land! Defend our dignity"
- e. "We will fight for our freedom"
- f. "Forest and mountains will be our best reinforcements!"
- g. "We will show them what we are made of! Forge onward!"

62) Layla

- a. "Ready... go!"
- b. "Hope only dies when you give in"
- c. "Keep it up, until you're as brilliant as me!"
- d. "We can do it"
- e. "From now on, I would never back down"
- f. "There's no future for you, lab rats!"
- g. "A small mistake, might blow the whole thing you fight for"

63) Leomord

- a. "Ahh.. despair is punishment for the undead"
- b. "I've come to save you from the nightmare called 'Life'"
- c. "Fidelity, Humility, Heroic, Sacrifice"
- d. "I should be forsaken"
- e. "Despair is darker than death"
- f. "My oath means everything to me"
- g. "Kill me!"

64) Lesley

- a. "Sniper ready. Give me a target!"
- b. "Shoot!"
- c. "Enemy in range! And you are too"
- d. "Hehe, remember to tell my little brother, it's dinner time!"
- e. "You won't even know I've missed"
- f. "Dead before they knew me"
- g. "Cross-hair lock you down, death kisses you on the forehead"

65) Ling

- a. "Still swords run deep"
- b. "I shall regain what I deserve"
- c. "I kill whoever I want to kill"
- d. "One fatal blow is more than enough"
- e. "I don't know myself, either"

f. “One sword reflects one’s spot”

g. “May you soar upon my blade!”

66) Lolita

a. “I will protect you”

b. “Life will one day run out on us all”

c. “A painless lesson is also meaningless”

d. “Don’t worry my friend, I am your shield”

e. “I detest war!”

f. “Rocket... Hammer!”

67) Lunox

a. “Come and join me, in my dream world”

b. “I think I’ve met you in one of my dreams”

c. “Why does the violence never end?”

d. “Balance is the only truth”

e. “Who knows if this is actually just a dream?”

f. “I’ve been away for too long, and forgotten who I was”

g. “You can’t have order without chaos”

68) Luo Yi

a. “Gaze the stars and seek your path”

b. “Where there is light, there are also shadows”

c. “Like a string puppet, you are totally under my control”

d. “Never look back if you have nothing to regret”

- e. "Our victories will be limitless"
- f. "Your life is worthless, but I will take it anyway"
- g. "You are falling the Oriental Warriors"

69) Lylia

- a. "It's time to go to the Eruditio, for some fun!"
- b. "Adults are so boring! I don't want to grow up"
- c. "We can be..good friends! indeed"
- d. "You will join me in the adventures, won't you?"
- e. "Hmm.. I'm definitely not a crybaby"
- f. "Come on! Let's play some games, please?"
- g. "You know? Magic will deeply connect us all"

70) Martis

- a. "Hahaha, three thousand worlds, and not a single worthy foe!"
- b. "I'll show you what fighting really is!"
- c. "Huah! Turn them to shreds!"
- d. "These blades are my teeth, huh, and I'm all bite and no bark"
- e. "The worst thing world, having no one to fight"
- f. "Ahh, with invincibility, comes solitude"
- g. "Feel my wrath"

71) Masha

- a. "The fire of battle, never extinguishes"
- b. "Everyone has a beast within"

- c. "My fist is always the right answer for the dark questions"
- d. "Stand firm, strike hard. My motto is that simply"
- e. "I'm in charge here"
- f. "Do you know what the violence aesthetics are?"
- g. "For the glory, of my ancestors"

72) Mathilda

- a. "Always on the way"
- b. "Only the brave have the courage to confront the intruders"
- c. "Don't ever look back"
- d. "What doesn't kill you makes you stronger"
- e. "We'd better be on the road Clint, it's a long way"
- f. "I can't get more excited to get going now"
- g. "At least you tried. Well, yet, you didn't make it, did you?"

73) Minotaur

- a. "My hammer is at your behest"
- b. "Tonight, I feast on the flesh of fools"
- c. "I have a hammer to swing!"
- d. "Now I'm angry"
- e. "I truly hope to cross-blade with you again"
- f. "Feel the fires of rage"

74) Minsitthar

- a. "May the blood of my enemies flow from my spear"

- b. "Hahah, none can penetrate my golden shield"
- c. "Swiftness, is my hallmark"
- d. "Loyalty, is the greatest glory"
- e. "Traitors, hahah, they're all dead"
- f. "Take another step and you'll regret it"
- g. "Death is the least of my worries"

75) Miya

- a. "I am the moonlight that breaks through the darkness"
- b. "My arrow is my answer"
- c. "The way of the arrow: swift, silent, and precise"
- d. "The way of hunter: flexible, reserved, and understated"
- e. "You can't run from my arrow"
- f. "I can handle that!"
- g. "The forest might burn, the moon may be dark, but our hopes outlives"

76) Moskov

- a. "I am vengeance incarnate!"
- b. "All of my blood brothers are dead"
- c. "My spears never miss"
- d. "The spear of destiny hit me, and will hit you"
- e. "Their hand are stained with the blood of my people"

- f. "I have chosen my path"
- g. "Betrayal taught me a good lesson"

77) Nana

- a. "Do you want to make friends with nana?"
- b. "We can hang out in moonlit forest"
- c. "Nana has learned to control her power"
- d. "Mama told me not to judge others"
- e. "Why are you ignoring me? Do you... Do you hate Nana?"
- f. "I will share everything with you. Cause we are friends"
- g. "Meow.. Nana doesn't like those scary monsters"

78) Natalia

- a. "Where is my target?"
- b. "One life is just enough"
- c. "What's the truth?"
- d. "Give me names and I will give you blood"
- e. "Fate forced me to become an assassin"
- f. "A truly wise man will not tell the truth"
- g. "It wasn't me who chose king of light, but the king chose me"

79) Odette

- a. "The dance of the swans... Is so graceful and charming"
- b. "Hah, don't tell anybody that I can't swim"
- c. "Have you ever seen the dawn of swan lake? It is beautiful"

- d. "This sword is a gift"
- e. "Don't ask me why a mage is carrying a sword"
- f. "Why, are they staring at me"
- g. "Remember to buy me more gears"

80) Rafaela

- a. "Healing prayers for you"
- b. "Knowledge and faith are always my companions"
- c. "Wherever I go, pain flees"
- d. "Healing prayers for you"

81) Paquito

- a. "A punch for a punch"
- b. "It's a journey with no end in sight"
- c. "Learn from death"
- d. "I earn respect with my fist"
- e. "Every scar mine is a badge of glory"
- f. "I bring hope with my very hands"
- g. "No limit for regret"

82) Pharsa

- a. "Payback time"
- b. "Nothing will stop my justice"
- c. "You don't know how close death is"
- d. "The higher you fly, the more you see"

- e. “Verri, let us spread our wings”
- f. “I am driven by revenge”
- g. “Revenge has blinded me”

83) Popol & Kupa

- a. “Popol and Kupa are the best partners in the world”
- b. “Don’t go anyway, our game isn’t over!”
- c. “They’re gonna be so impressed by us, aren’t Kupa?”
- d. “Kupa is Popol’s best friend, and only friend”
- e. “Yawns, you know what? Carrying four fools to victory isn’t easy”
- f. “What are you laughing at? I’m the bravest boy in Northern Vale”

84) Roger

- a. “I see lots of prey!”
- b. “A gun is not my only weapon”
- c. “I am not alone in this fight!”
- d. “I feel a strange power.. coursing through my body”
- e. “You will also be cursed”
- f. “You can’t get away!”
- g. “I detect the scent of prey”

85) Ruby

- a. “The hunt begins”
- b. “I love the feeling of chasing prey”
- c. “Are you shivering?”

- d. "Taking a life!"
- e. "Hmm, a beast, or a man?"
- f. "I wash my hook with the blood"
- g. "The wolf is coming!"

86) Saber

- a. "Kill... all... at once!"
- b. "one day, I'll return the lab and burn it to the ground"
- c. "I'm a man with sad stories"
- d. "To slow"
- e. "One man. One sword. Same goal"
- f. "True warriors act, rather than acted upon"
- g. "Watch your head"

87) Selena

- a. "When you gaze into the abyss, the abyss gazes back"
- b. "Why does the moon seems so warm to me?"
- c. "This little lady is the will of the abyss"
- d. "Come to the dark abyss and I will lead you to victory"
- e. "Sure, there are ugly demons in the abyss but there are also gorgeous owls like me"
- f. "Do you think, hmm I should dye my hair blue?"
- g. "I'll give you a chance to join my fan club"

88) Silvana

- a. "Only lights can drive out the darkness"
- b. "I have a hearth of light, therefore I do not fear the darkness"
- c. "The lord of Light, stands with us!"
- d. "My faith is rock solid"
- e. "Hmm, the light shall be my sword"
- f. "For the people I shall never back down"
- g. "I will find you, my dear brother"

89) Sun

- a. "I hope they're stronger than me"
- b. "Is there any ninja who stole my skill of doppelganger?"
- c. "The blood of monkeys will never die"
- d. "Show me some real challenges"
- e. "Since this is so, it's better to accept it"
- f. "Every mistake could be a lesson"
- g. "Take this!"

90) Terizla

- a. "Hmmm, ten years of imprisonment"
- b. "Light to darkness is just a moment away"
- c. "Ahh, my head hurts"
- d. "The world should be enshrouded in darkness"
- e. "Who stole the blueprints passed down by thousand generations"

- f. "Revenge has consumed me"
- g. "Hmm, history has long forgotten me"

91) Thamuz

- a. "Hahaha, burn them all!"
- b. "Hahah, I am fire incarnate"
- c. "Only the strong deserve to rule"
- d. "The abyss is my domain!"
- e. "I walk this scorched earth"
- f. "Do not resist the abyss"
- g. "Let's go all of the foreseen"

92) Tigreal

- a. "For honor"
- b. "I stand for the empire"
- c. "A true hero has come to help"
- d. "March on! Sound the horn of victory"
- e. "A real man never hides in the bush"
- f. "War benefits none"
- g. "Even death cannot deprive our Iron Will"

93) Uranus

- a. "Hmm, Uranus has awakened"
- b. "You and my master are much alike"
- c. "Nothing can destroy the celestial palace, or me"

- d. "All intruders, shall be expelled"
- e. "All your efforts are in vain"
- f. "The master once promised, to make me a bride"
- g. "Roar! Leave now... intruders"

94) Vale

- a. "My magic flows as freely is the wind"
- b. "Listen, it is the sound of the winds"
- c. "Where is the boy who's like a fire?"
- d. "Hmm, you can no longer move, Don't even try"
- e. "In the name of the winds"
- f. "Nothing can't stop from soaring to the skies"
- g. "The storm is coming"

95) Valir

- a. "Everything engulfed in flames!"
- b. "You can't escape my burning blasts"
- c. "The world of flames is my domain"
- d. "Why can't my teacher just understand me?"
- e. "Maybe I should make myself a flaming skateboard"
- f. "Hahaha, feel the heat of the inferno"
- g. "Soon, you will all know the full force of the arcane"

96) Vexana

- a. "Keep them in twist of pain"

- b. "Fear or not! I will love you like a pet"
- c. "You will all become my slaves!"
- d. "Die for me!"
- e. "They will come to a pitiful end!"
- f. "From the looks of you, you seem scared"
- g. "Now it's your time to suffer"

97) X.Borg

- a. "Whohooo! Set me on fire and I'll blaze through the battle"
- b. "Technology? Hah, what a stupid thing!"
- c. "Am I scary? Haha, don't worry I'm just a kid"
- d. "Huh, why should I care for anyone else?"
- e. "Fire! Let's turn up the heat"
- f. "I'm super happy with my cyborg body!"
- g. "Boom-paa, Nothing can ever heal me from the wounds of disaster"

98) Yi Sun-Shin

- a. "They call me a hero, because I saved my nation from falling apart"
- b. "Our victory will be decisive"
- c. "My reputation is built on my bravery and loyalty!"
- d. "A good army should be flexible, like water"

- e. “If you can predict the enemy’s moves, you won’t be defeated”
- f. “I go wherever wind takes me”
- g. “Stay loyal, stay humble”

99) Zhask

- a. “Haha, grovel before your king, human!”
- b. “I am, omniscient!”
- c. “Look in my eyes, and listen!”
- d. “Entropy is inevitable”
- e. “The nightmare is everywhere”
- f. “Fear is a weapon”

100) Zilong

- a. “The dragon born is back”
- b. “Heroes never faded!”
- c. “Now, I am one with my spear”
- d. “Only the fearless hearth can soar to the heavens”
- e. “Weapons are meant to protect, nothing else”
- f. “Nothing scares me, not even death”
- g. “It would take an army to stop me!”³⁵

³⁵ https://mobile-legends.fandom.com/wiki/Category:Hero_quote

5) The Use of Online Games in Learning English

The fact that online game are still held in low regard by a majority of public critics, a growing amount of research indicates that game has promising potential as a learning tools. In order to knowing and understand the role and efficacy of online games, the researcher giving some studies about the use of online games in learning English by several studies. They as follow:

The first studies according to Yolageldili and Arikan, they explored the effectiveness of using games in teaching grammar to young learners. Teachers regard games as a crucial part of English language teaching and learning in the context of primary schools' English lessons because they provide EFL teachers with many educational benefits. Games are effective in directing young learners' energy into language learning because young learners prefer to be physically active; also, they are imaginative and creative and learn subconsciously. Therefore, teaching young learners needs a particular endeavor and challenge by the teacher and games are one of the most effective ways to achieve this. However, to achieve games' purpose, teachers should to take into consideration some factors such as deciding on which game to utilize and the time to use the game in their classes.³⁶

³⁶ G, Yolageldili&A, Arikan, *Effectiveness of Using Games in Teaching Grammar to Young Learners. Elementary Education Online*, (2011), in: Hamid, Fateme, and Maryam,

The second studies according to Yip and Kwan, the title is "Online Vocabulary Games as a Tool for Teaching and Learning English Vocabulary." The learners playing online vocabulary games tend to learn more appropriately and could retain the new words for a longer period of time and retrieve more words compared to those who aren't provided with vocabulary games. Vocabulary instruction is a long-time process. If the games are fun, relaxing, motivating and confidence boosting, the learners' interest will increase. To become sure that learning continues, it is required to see if the games provide the learners with continuous motivation. Although excitement is effective in motivating learners to play a game again, it is important to become sure that the excitement element does not negatively influence the learning goals. In specific, the kind of excitement induced by game playing is mainly associated with games skills. However, a requirement for sophisticated game skills to play educational games can be overkill. Teachers should be careful when bringing the games into the class. Information about designing an effective lesson plan and skills required for incorporating online elements

into teaching and learning process are deemed necessary to become effective facilitator.³⁷

The last studies according to Lina and Hisham, the title is “A Literature Review on the Impact of Games on Learning English Vocabulary to Children” although there are negative aspects of digital games. These games have benefits in learners’ process, especially when they are used in wrong way. By reviewing the literature, this study has proposed that teachers must pay attention to the time and material during designing or select the game. Though games have also the disadvantages on the learning vocabulary process, using them can help the children to acquire their lesson with entertainment. In using games, children are able to remember all the vocabulary without difficulty. Games are used not only for making children successful in EFL classes but more importantly, for motivating them and increasing the cooperation among them.

Based on the explanation above, the researcher assumed that the use of online games in learning English is one of the innovations that are suitable to increasing students’ motivation especially in learning English. When playing online games especially Mobile Legends, students may able to increase their cooperation and can be easily to understand learning materials, because they are feels enjoyable when understanding a material designed in the form of a game. In related to increasing students’

³⁷ *Ibid*

motivation actually depend on their perspectives, whether they play online games for learning or just play. Despite online games has some benefits, the teachers should be more selective and carefully in designing a game for learning objectives. In order to avoid the misuse of online games that can be the negative impact for student learning performance.

C. The Nature of Perception

In this chapter refers to how students regard Mobile Legends as the media to interpret Mobile Legends towards their pronunciation ability. The students' opinions are based on things or facts they experience, feel, see and hear during playing online games. Students' perception towards certain condition greatly influences their interest and motivation in learning. Furthermore, the researcher giving some definitions by several theories about students' perception, they as follow:

According to Nelson-Smith describes that students' perception is influenced by their experience and expectation. Perception is what they see as reality to them, and what they believe will happen, whether is true or not.³⁸

According to Longman Dictionary of Contemporary English, there are several definitions of perception. There are: Perception is the way you think about something and your idea what it is like, perception is the way that you notice

³⁸ Nelson-Smith, Kenyyetta Q. *Learning Styles and Students' Perception of Teachers Attitudes and Its Relation to Truancy Among African American Students in Secondary Education*. Unpublished Dissertation, Louisiana: Louisiana University, 2008. In JarotSetiawan, Teachers' Belief and Students' Perception Regarding CLIL: Case Study at SMA YPVDP Bontang Chapter 4-5, p13.

things with your senses of sight or hearing, perception is the naturally ability to understand or notice thing quickly.³⁹

According to Walgito, perception means a process that is preceded by the receipt of stimuli to stimulation through the five senses and arise the interpretations so that the individual will be aware and understand what is sensed.⁴⁰

From the explanations above, the researcher concludes that students' perception is a process of interpretation, attitudes, and ideas that are relatively stable related to what they see and believe towards true or not of something. Students' perception has an important role in education. Students' perception becomes one of the key factors which determine whether students can succeed in their study or not, because the perception often influences students' interest and motivation. Students' perception is shaped by their lifetime experience in the teaching and learning process. In particular situation which could not meet students' expectation also influenced students' perception. Therefore, students' positive perception is compulsive in order to make sure achievement of instructional goals.

³⁹QuQiong, *A Brief Introduction to Perception*. Studies in Literature and Language, 15(4), p.18-28, retrieved on: [http://www.cscanada.net/index.php/sll/article/view/10055DOI: http://dx.doi.org/10.3968/10055](http://www.cscanada.net/index.php/sll/article/view/10055DOI:http://dx.doi.org/10.3968/10055)

⁴⁰Walgito, Bimo, *PengantarPsikologiUmum*, (Yogyakarta: Andi Offset, 2002) p. 9

1. Kinds of Perception

Generally, perception is different from one to another. There are two kinds of perception by Robbins as follows:

a) Positive perception

Positive perception comes from individual satisfaction about certain object that becomes her/his source perception, the individual knowledge, and the individual experience of the object perceived.

b) Negative perception

Negative perception comes from the individual dissatisfaction about certain object that becomes her/his source perception, the individual ignorant, and the lack of experience of the object perceived.⁴¹

In other explanation, Irwanto said that positive perception means that this perception describes all knowledge and the response that is in line with the object being perceived. Otherwise, Negative perception is a perception that describes all knowledge and the response that is not in line with the object being perceived.⁴²

According to explanation above, it could be conclude that the forming process of those perception are hardly depends on how one's thinking and how individuals describes all their knowledge about the perceive objects.

⁴¹ Stephen P. Robbins, *PrilakuOrganisasi*, (Erlangga: Jakarta, 2002) p. 14

⁴² Irwanto, *PsikologiUmum*, (Jakarta: PT GramediaPustakaUtama, 2002) p. 71

2. Factors Affecting Perception

A perception from someone could be different to another, because there are factors that affect human perception. Furthermore Robbins state that, there are three factors that affecting perception, they as follows:

a) Perceiver

When looking at something and trying to give an interpretation, an individual will be influenced by his or her characteristics such as:

1. Attitudes

Discussed about how individuals saw the same thing, but interpret it differently. An attitude is often expressed through words which can be perceived by others. In other side attitude not only affect actions, they also influence perceptions and interpretation of actual events.

2. Motives

Motives related to the things that each individual needs. The unsatisfied needs of individuals would strongly stimulate and influence individuals in perceiving things. Motives appear in one's thoughts pertain to goals that either desired or undesired. Motives are what eventually produce actions.

3. Interests

The focus of individual interest could influence perception difference. This difference of perception depended on the interests that the individual was engaged in.

4. Experience

Experience, memories, or retention is the experience can be said to be dependent on the memory in the sense of the extent to which someone can recall past events to determinate a stimulus in the board sense. Experiences dealt with experience that had experienced before. Some new experienced would be more striking for someone individuals.

5. Expectation

Expectation/ belief affected individual perceptions. This was because an individual had expectations of qualifying standards on certain objects, people, or circumstances.

b) Object or target being perceived

The target of perception is not something that is viewed in theory but in relation to others involved. This causes one tend to group similar people, objects, or events and separate them from other groups that are not similar. The greater the similarity, the greater the probability we will tend to perceive them as a group, and vice versa. This domain may cover such as:

1. Novelty

Novelty, new, unique and distinct characteristics are easily perceived as they attract our attention easily. That's why fashion designers try to bring novelty to their in their design. It is one of the major determining factors directing attention. This factor may sound contrary to

familiarity but this element also affects someone in selecting information.

2. Motion

Motion or called movement. For instance the things in motion attract more attention than things that are still. This process is like inferring the speed and direction of elements in a scene based on visual input. For the example, both eyes are used together to perceive movements or motion of an object by tracking the differences in size, location and angle of the object between two eyes.

3. Sounds

Sounds it is like object or person is more likely to be noticed in the group they are given. In other means louder sounds are more easily perceive than low pitch sound, that's why loud and noisy people are easily noticed in a group.

4. Size

Size this factor states that the magnitude of the relationship of an object, the more easy to understand. This form will affect the perception of the individual and by looking at the size of the shape of an object. The individual will be easy for attention in turn shape perception. For the example: bigger targets are more noticeable than smaller ones, such as: a tall building over a shorter one.

5. Background

Background influences the things that are chosen in perception. For example, people with higher education or broad religious knowledge have a certain way in selecting information.

6. Proximity

Proximity or familiarity is something that is familiar or known attracts more attention.

7. Similarity

Similarity that is an object about the characteristics will be perceived as an object that is related or disconnected. This means that objects that have the same characteristics are perceived as having a relationship, and vice versa.

c) Situation in which the perception is made

Elements in the surrounding environment influence our perception. Perception must be considered contextually, which means the situation in which the perception appears should obtain attention. The situation is a factor contributes to the process of establishing a person's perception such as:

1. Time

Time is also affects the way someone to perceive things. For the example: the way we perceive the phone call in day time and midnight.

2. Work setting

Co-operative, hospitable and friendly and team spirit having group management are positive.

3. Social setting

Each society has its own norms, ethics, values, and culture. Anything that deviates from social norms can be easily noticed. For the example: in rural areas, wearing of pants are easily notices.⁴³

Another one comes from Slameto, who stated there are two factors affecting a perception.

a) Internal factors

Internal factors are the factors which influenced the forming process of perception and it comes from the individual. The internal factors are including: learning process, personality, feelings, desire or hope, prejudice, attention (focus), physical condition, mental disorders, value and need, along with interest and individual motivation.

b) External factors

The external factors are the opposite of internal factors, where the factors that affect a perception comes from outside of the individual. These kinds

⁴³ Stephen P. Robbins, *Organizational Behavior: Global and Southern African Perspectives*. (Cape Town: Pearson Education South Africa 2003), p. 108-109.

of factors includes: intensity, size, resistance, repetition, family background, information gotten, intelligence, and surrounding culture.⁴⁴

From the two experts above, it can be concluded that in forming process of perception there are factors that taking a part, called the internal and external factor, also it is influenced not only the stimulus, however various stimulus caused by environment.

3. The Occurrence Stages of Perception

Walgito states that the process of perception occurs in terms of some steps, they are:

a. Natural stage

Natural stage or physical process is the objects that give rise to a stimulus which affect the sensory organs or receptors.

b. Physiological stage

Physiological stage is the process whereby the stimulus is received by the senses and then continued by the sensory nerves to the brain thus creating an interesting impression.

c. Psychology stage

Psychology stage is the process whereby which occurs in each individual brain, and then the students can realize what they receive.

⁴⁴Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: RinekaCipta, 2010) p. 45

d. Perception stage

After the several stages above, then produce a perception process in the form such as response or reaction by an object which their observed.

From the theory that have been explained by Walgito, that the occurrence process of this perception, it begins from someone who receiving a stimulus which then produces a response and assessment such as positive or negative actions of what are they seen by their senses.

4. The Dimensions Use of Sense Organ

The following explains about the dimensions of sense organ used to perceive Mobile Legends game according to Walgito:

a. Sense of sight

Based on the occurrences stages of perception, to perceive something, the object must have attention to the concerned object. If the individual has paid attention to the object, it will produce an assessment of the object. Sense of sight is one of the senses that used to receive a stimulus before it is transmitted to the brain nerve. Basically the eyes is not the only one part to perceive what it sees, however the eyes is the only part that receives a stimulus and this stimulus is carried out by sensory nerves to the brain. So that it can finally realize what is seen. For the example, someone sees an object that has color. Therefore the eyes will receive the physical process of the object after which sensory nerves will be

transmitted to the brain to be able to produce a view of color, shape, and size.

b. Sense of hearing

In this sense of hearing someone can hear something, namely ears. Ears are one of the senses to able to know something around it. Basically, these ears can be divided according to their respective duties and functions. Namely the outer ear to receive the outer stimulus, the middle ear to carry on the received stimulus (transformer), the inner ear to serve as a sensitive receptors of the receiving nerves. For the example, someone listens to a sound after which a sensory nerve will be transmitted to the brain to produce a sound or sight.⁴⁵

D. Frame of Thinking

Based on the preliminary research, the researcher founded that some of students that play Mobile Legends sometimes they are imitates the heroes' quotes after play Mobile Legends. Not for all heroes, the heroes' quotes that they are imitates is depend on their perspective of what they like.

In regarding to knowing the phenomenon happen, the researcher assumed that Mobile Legends can help the students for their pronunciation development. By playing Mobile Legends, the student feels exciting when they are imitates about the heroes' quotes of Mobile Legends. The students will decide their

⁴⁵Walgito,*Op.Cit*, p. 11-13

own perception when playing Mobile Legends that related for pronunciation ability. Mobile Legends is suitable for students' perspective especially for their pronunciation ability, because they will know how to pronounce some of words correctly.



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